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A LEARNER'S SYNOPSIS OF SWAHILI STRUCTURE.
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WRITTEN SPECIFICALLY TO HELP STUDENTS LEARN TO READ SWAHILI NEWSPAPERS, THIS BRIEF INTRODUCTION TO THAT LANGUAGE EMPHASIZES VOCABULARY AND GRAMMAR PATTERNS MOST COMMONLY FOUND IN EAST AFRICAN NEWSWRITING. IT ASSUMES NO PRIOR KNOWLEDGE OF SWAHILI AND IS DESIGNED TO BE USED WITH LESSONS 1-25 OF "AN ACTIVE INTRODUCTION TO NEWSPAPER SWAHILI," ALSO PUBLISHED BY THE FOREIGN SERVICE INSTITUTE. IN ORDER TO ALLOW THE STUDENT TO CHECK HIS OWN PROGRESS, EXPOSITIONS AND EXAMPLES ARE PRESENTED ON FACING PAGES WITH QUESTIONS TO BE ANSWERED ABOUT THE SPECIFIC POINTS PRESENTED. THE ANSWERS TO THE QUESTIONS ARE PRINTED IN THE MARGIN FOR IMMEDIATE REINFORCEMENT. AN APPENDIX REFERS GRAMMATICAL POINTS COVERED IN THIS BOOKLET TO THE NEWSPAPER READINGS IN THE ACCOMPANYING VOLUME (AL 000 466). (JD)

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A LEARNER'S SYNOPSIS

OF

SWAHILI STRUCTURE

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FOREWORD TO THE LEARNER'S SYNOPSIS

This Learner's Synopsis of Swahili Structure is, in its own way, one more 'active introduction' to the language. It is an 'introduction' because it assumes no prior knowledge of Swahili, and it is 'active' because in addition to reading the expository material and the examples on the left hand pages, the student is invited to use the self-testing frames on the right-hand pages. These require immediate application of what he has read, and provide a check on his comprehension of it.

The Synopsis is closely tied to the lessons that follow it, in two ways. First, the words and many of the whole sentences that appear in the examples in the Synopsis are taken from the early lessons. Second, a grammatical key for each of the first 25 lessons refers the reader to appropriate paragraphs of the Synopsis.

Certain matters of organization and emphasis in the Synopsis reflect its goal of helping the student to read newspapers. Thus all the affirmative tenses are presented before any of the negatives because negatives are comparatively infrequent in news stories. Tenses, demonstratives, and constructions that are very rare in newspapers are ignored.

This Synopsis should of course not be the only account of Swahili grammar that the student reads. He should go on almost immediately to a fuller and more authoritative treatment of the subject. One that is still fairly brief and practical, but more comprehensive, is The Basic Structure of Swahili, by J. L. Brain, printed by the East African Studies Center of Syracuse University. A much more detailed, but very readable account is Swahili Language Handbook, by E. Polomé, published by the Center for Applied Linguistics. Most complete of all will be a reference grammar which is being prepared by Professor L. Harries of the University of Wisconsin. In addition to these recent treatments there are excellent older works, the best known of which is Ashton's Swahili Grammar.

A LEARNER'S SYNOPSIS OF SWAHILI STRUCTURE

The purpose of this synopsis is to prepare the student as directly and as quickly as possible for reading Swahili newspapers. It differs from other summaries of Swahili grammar in that it is briefer and less authoritative, and also in that the examples are given in terms of a narrow range of newspaper vocabulary. A more important difference is its format: the left-hand pages carry exposition and the usual examples, arranged in numbered paragraphs. Opposite each paragraph, on the right-hand page, the student finds one or more self-testing frames, which require him to apply what has been presented on the left-hand page, and which tell him immediately whether his application is correct. It is in this sense that the present synopsis of Swahili structure may be called an 'active introduction' to the language.

Following the synopsis is a series of 150 stories taken unedited from Swahili newspapers. Each story is the nucleus for one lesson. The first 25 lessons require the student to engage in many other activities, in addition to reading. Later lessons make fewer, but more sophisticated demands on him.

1. The simple sentence, major elements

The most common type of sentence in Swahili contains an 'inflected verb phrase'. As illustrated below, the sentence may or may not contain a subject expression, and it may or may not contain an object expression. The inflected verb phrase itself may consist of one or two verbs. The following examples contain the stems /-hudhuria/ 'to attend' and /-onekana/ 'to appear, be visible'.

SUBJECT	The Verb /-w-/	MAIN VERB	OBJECT	
		Walihudhuria	mkutano.	They attended a meeting.
		Wanahudhuria	mkutano.	They are attending a meeting.
	Walikuwa	wanahudhuria	mkutano.	They were attending a meeting.
Mawaziri		wanahudhuria	mkutano.	The ministers are attending a meeting.
Mawaziri	walikuwa	wanahudhuria	mkutano.	The ministers were attending a meeting.

SUBJECT	The Verb /-w-/	MAIN VERB	
		Wataonekana.	They will appear.
		Wanaonekana.	They are visible.
Waalimu		wanaonekana.	The teachers are visible.
Waalimu		wameonekana.	The teachers have become visible.
Waalimu		walionekana.	The teachers were visible.
Waalimu	walikuwa	wanaonekana.	The teachers were appearing.
Waalimu	walikuwa	wameonekana.	The teachers had appeared.
Waalimu	watakuwa	wameonekana.	The teachers will have appeared.

INSTRUCTIONS FOR USING THE RIGHT-HAND PAGES OF THIS SYNOPSIS

After you have read carefully a paragraph on the left-hand page, and studied the examples that go with it, look at the material that is opposite it on the right-hand page. Try to answer the question, fill in the blanks, or choose the correct alternative, based on what you have read on the left-hand page. Then check yourself by looking at the correct answer, which appears in [ ] at the extreme right of the page. Keep the correct answer covered until you have decided on your own response to the question.

WARNING: Although some of the problems on the right-hand page will be extremely simple, others will require a moment's careful reflection. You may also need to look back at the left-hand page in order to make up your mind.

1.

In the sentence /Wanachama walihudhuria mkutano /, the word /wanachama/ is probably:

the auxiliary verb
the subject
the main verb [the subject]

A reasonable guess as to the meaning of /wanachama/ would be:

arrange
water
members [members]

The sentence /Ilikuwa inatayarishwa / contains unfamiliar words, but it probably means:

It was prepared.
They will prepare it.
It was being prepared. [It was being prepared.]

/Watakuwa wanahudhuria mkutano / probably means:

They will attend the meeting.
They will be attending the meeting.
The ministers will attend the meeting. [They will be attending the meeting.]

/Watakuwa wamehudhuria mkutano / probably means:

They attended the meeting.
They will have attended the meeting.
The meeting was attended. [They will have attended the meeting.]

2. The simple sentence, minor elements

In addition to subject, verb phrase, and object, many other expressions may be found in Swahili sentences. They will give the learner relatively little difficulty. Three examples are:

Waalimu wanaonekana <u>katika picha hii</u>.	Teachers appear <u>in this picture</u>.
Waalimu <u>pia</u> walihudhuria mkutano.	The teachers <u>also</u> attended the meeting.
Watahudhuria mkutano <u>kesho</u>.	They will attend a meeting <u>tomorrow</u>.

3. Main problems for English-speaking students

The parts of Swahili grammar that require most effort from speakers of English are (1) the internal structure of the verb phrase, and (2) the requirements of 'concord' which exist between nouns and the other words (including verbs) that are related to them in the sentence.

4. The verb phrase.

A simplified diagram of the verb phrase is the following:

SUBJECT PREFIX [par.7,8]	TENSE PREFIX [par.5]	The verb /-w-/ [par.19, 20]	FINAL VOWEL [par.32, 34]	SUBJ. PRFX	TENSE PREFIX	(OBJ. PRFX) [par.13]	STEM [par.41-44]	FINAL VOWEL

The ( ) stands for the fact that the object prefix is often optional. The arrow stands for the fact that in any given verb phrase, both of the subject prefixes must be the same.

5. The principal independent tenses of the verb.

The tenses of the Swahili verb are indicated by means of prefixes. Certain of the tenses are 'independent'. This means that if a verb is the only verb in a sentence, it may be in one of these tenses. Five very common independent tenses are illustrated in this set of examples:

FUTURE	Wa<u>ta</u>onekana.	They will be visible.
PRESENT	Wa<u>na</u>onekana.	They are visible.
PAST	Wa<u>li</u>onekana.	They were visible.
PERFECTIVE	Wa<u>me</u>onekana.	They have become visible.
POTENTIAL	Wa<u>nge</u>onekana.	They might be visible.

2.

In /Mawaziri walihudhuria mkutano tena /, the word /tena/ might mean:

yes
again
appear [again]

'The ministers appear in this picture' might be translated as:

Mawaziri wanaonekana katika kesho.
Picha hii wanaonekana katika mawaziri.
Mawaziri wanaonekana katika picha hii. [Mawaziri wanaonekana katika picha hii.]

3.

The parts of Swahili grammar that require most study are:

(1) the internal structure of _____ [the verb phrase]

and

(2) the requirements of 'concord' between _____and_____. [nouns] [other words related to them]

4.

Fill in the boxes in this diagram orally. Check by referring to the facing page.

Be sure to show where the ( ) and the arrows belong in this diagram.

5.

State whether each of the following verbs is FUTURE, PAST, PRESENT, PERFECTIVE or POTENTIAL in its tense:

wamehudhuria	[PERFECTIVE]
tumehudhuria	[PERFECTIVE]
tutaonekana	[FUTURE]
ataonekana	[FUTURE]
angeonekana	[POTENTIAL]
angehudhuria	[POTENTIAL]
tulihudhuria	[PAST]
vitahusiana	[FUTURE]
ningejaribu	[POTENTIAL]

One of the dependent tenses, to be discussed in a later paragraph, is represented by /wakihudhuria/. What is the prefix that marks this tense? [-ki-]

6. The meaningless /-ku-/.

When the 'inflected verb phrase' contains two words, the first of these is a form of the verb that, when it is used as a main verb, is usually translated 'be' or 'become'. The stem of this verb consists of the single consonant /-w-/, but in most tenses this is preceded by an extra /-ku-/:

Alikuwa ameonekana.	He had appeared.
Atakuwa anahudhuria mkutano.	He will be attending the meeting.

This particular /-ku-/ has no meaning in present-day Swahili.

7. Subject prefixes used when the subject is animate.

The subject prefix reflects the person and number of the subject:

1 sg.	(Mimi)	nilihudhuria mkutano.	I attended the meeting.
2 sg.	(Wewe)	ulihudhuria mkutano.	You (sg.) attended the meeting.
3 sg. (personal)	(Yeye)	alihudhuria mkutano.	He/she attended the meeting.
1 pl.	(Sisi)	tulihudhuria mkutano.	We attended the meeting.
2 pl.	(Ninyi)	mlihudhuria mkutano.	You (pl.) attended the meeting.
3 pl. (personal	(Wao)	walihudhuria mkutano.	They attended the meeting.

The personal pronouns (I, you, he/she, etc.), which appear in ( ) in these examples, are optional and in fact are usually omitted except for emphasis.

8. Third-person subject prefixes; 'concordial classes'.

With third person subjects, the subject prefix also reflects the 'concordial class' of the subject. Including animate subjects, there are 10 principal concordial classes in Swahili. They are customarily identified by number:

Class No.		
1	Waziri anaonekana katika picha hii.	The minister is visible in this picture.
2	Mawaziri wanaonekana katika picha hii.	Ministers are visible in this picture.
3	Mpira unaonekana katika picha hii.	A football is visible in this picture.
4	Mipira inaonekana katika picha hii.	Footballs are visible in this picture.
5	Jumba linaonekana katika picha hii.	A building is visible in this picture.
6	Majumba yanaonekana katika picha hii.	Buildings are visible in this picture.
7	Kiti kinaonekana katika picha hii.	A chair is visible in this picture.
8	Viti vinaonekana katika picha hii.	Chairs are visible in this picture.
9	Shule inaonekana katika picha hii.	A school is visible in this picture.
10	Shule zinaonekana katika picha hii.	Schools are visible in this picture.

6.

7.

The personal pronouns are:

	Singular		Plural	
1	m_____	'I'	s_____	'we'
2	w_____	'you (sg.)'	n_____	'you (pl.)'
3	y_____	'he, she'	w_____	'they'

(Fill in the blanks orally, and check by reference to the opposite page.)

The better translation for /Mimi nilihudhuria mkutano /
is:

I attended the meeting.
I attended the meeting. [I attended the meeting.]

8.

In the phrase /ziwa linaonekana/, the noun /ziwa/ is in the same class as:

waziri
jumba
shule [jumba]

In /chumba kinaonekana/, the noun /chumba/ is in the same class as:

mpira
viti
kiti [kiti]

A correct phrase is probably:

waziri anawasili
waziri wanawasili
waziri watawasili [waziri anawasili]

A correct phrase is probably:

shule itafunguliwa
shule yatafunguliwa
shule litafunguliwa [shule i-]

Which phrase is not correct:

majumba yanajulikana
mawaziri wanajulikana
mawaziri yanajulikana [(the third)]

9. The class system: Classes 1-10.

Certain overall features of this series of classes are worth enumerating:

a. In general, nouns in the odd numbered classes are singular, and those in the even numbered classes are plural.

b. The singular nouns in any given class (e.g. Class 3) generally have their plurals in the next higher even-numbered class (e.g. Class 4), and vice versa.

c. The difference between singular and plural nouns is shown by prefixes.

d. The nouns of Classes 9, 10 are identical, but the subject prefixes and other concords on the words that agree with these nouns differ.

e. Most nouns borrowed into Swahili from other languages are in Classes 9, 10.

f. Classes 1 and 2 are reserved for singular and plural animate nouns.

g. Classes may be paired, and named instead of numbered: Classes 1 and 2 may be called the M-WA class; 3,4 the M-MI class; 5,6 the LI-MA class; 7,8 KI-VI class; and 9,10 the N class.

10. Class 14.

Classes 11-13, found in many other Bantu languages, are absent from Swahili. Class 14 includes many abstract nouns and nouns without plurals:

	ukubwa	size, bigness
cf.	kubwa	big
	uraia	citizenship
cf.	raia	citizen
	ugali	thick porridge
	wino	ink

When Class 14 nouns have plurals, the plurals are usually in Class 10:

ubao (14)	board
mbao (10)	boards

The concords for words that agree with nouns of Class 14 are the same as those for Class 3.

11. Class 15: infinitives.

Class 15 consists solely of the infinitives of verbs:

kuhudhuria	attending, to attend
kuona	to see, seeing
kutangaza	to announce, announcing
kukutana	meeting one another, to meet one another
kwenda	to go

9.

If /kijiji/ means 'village', then what is the word that means 'villages'? [vijiji]

If /mipango/ means 'plans', then 'plan' is: [mpango]

The plural of /picha/ 'picture' is probably: [picha]

A correct phrase is:

mkutano ilitayarishwa
mikutano ulitayarishwa
mkutano ulitayarishwa [mkutano ulitayarishwa]

In the sentence /Shule zilifunguliwa /, the noun /shule/ means:

school
schools
visible [schools]

10.

The noun /uongozi/ means:

leader
leaders
leadership [leadership]

If /uhuru/ means 'freedom', then 'free' is probably: [huru]

If /umoja/ means 'unity, union', then /moja/ must mean:

organization
one
labor [one]

Is each of the following correct?

nbao unaonekana [yes]
nbao unaonekana [no]
nbao zinaonekana [yes]
mpira unaonekana [yes]

11.

The characteristic prefix of infinitives is evidently: [ku-] or [kw-]

12. Classes 16-18: the 'locatives'.

Classes 16,17 and 18 are called 'locative' classes, because they have meanings that are often associated with location. A noun in one of the locative classes retains the prefix (if any) that it has for one of the classes 1 - 15. Common nouns in any one of these three classes usually have the suffix /-ni/:

nyumba (9,10)	house
nyumbani (16/17/18)	in the house, at home, [to] home
kijiji (7)	village
kijijini (16/17/18)	in, to, at the village
vijijini (16/17/18)	in, to, at the villages

Proper nouns (i.e. place names) and some common nouns in any of the locative classes have no locative marker at all:

Walikwenda nyumbani.	They went home.
but: Walikwenda Nairobi.	They went [to] Nairobi.

The differences among the three locative classes show up,not on the nouns themselves, but on the words that agree with the nouns:

jimboni mwao (18)
jimboni kwao (17)

mkutanoni kwao (17)
mkutanoni mwao (18)
mkutanoni pao (16)

nyumbani pao (16)
nyumbani mwao (18)
nyumbani kwao (17)

In general, Class 16 has to do with specific location, Class 17 with existence or general location, and Class 18 with location inside of something. But the choice of locative class cannot always be made reliably on the basis of meaning or English translation:

mwisho wa wiki	the end of the week
mwishoni mwa wiki	at the end of the week

12.

If /nto/ is 'river', then /ntoni/ is: [by, to, at, in the river]

If /darasa/ is 'class', then 'in class' is: [darasani]

If /nto/ is 'river', then 'in the river' is: [ntoni]

If /Tanga/ is the name of a city, then 'at Tanga' is: [Tanga]

Match the characteristic prefixes with their general meanings:

[-]	'general location' (17)	[ku-]
[-]	'location within' (18)	[m-]
[-]	'specific location (16)	[pa-]

13. Object prefixes.

Swahili verbs may also have an 'object prefix', which reflects the person, number and class of the object. The object prefix stands immediately before the stem. It is usually required when the object is animate:

1 sg.	Waliniona.	They saw me.
2 sg.	Walikuona.	They saw you (sg.).
1 pl.	Walituona.	They saw us.
2 pl.	Walikuoneni. / Waliwaoneni. / Walimuoneni.	They saw you (pl.).

Class	1	Tulimuona waziri.	We saw (him) the minister.
		Tulimuona.	We saw him.
	2	Tuliwaona mawaziri.	We saw (them) the ministers.
		Tuliwaona.	We saw them.

The object prefix is not required with inanimate objects:

3	Tuliona mpira.	We saw the football.
	Tuliuona.	We saw it.
4	Tuliona mipira.	We saw the footballs.
	Tuliiona.	We saw them.
5	Tuliona tangazo.	We saw the announcement.
	Tulilionа.	We saw it.
6	Tuliona matangazo.	We saw the announcements.
	Tuliyaona.	We saw them.
7	Tuliona kiti.	We saw the chair.
	Tulikiona.	We saw it.
8	Tuliona viti.	We saw the chairs.
	Tuliviona.	We saw them.
9	Tuliona picha.	We saw the picture.
	Tuliiona.	We saw it.
10	Tuliona picha.	We saw the pictures.
	Tuliziona.	We saw them.

14. The reflexive object prefix.

A special object prefix /-ji-/ is 'reflexive' in meaning. It is the same regardless of the person, number and class of the subject.

Watatusaidia.	They will help us.
Watajisaidia.	They will help themselves.
Nitajisaidia.	I'll help myself.
Watajenga shule.	They're going to construct a school.
Watajijengea shule.	They're going to build themselves a school.

13.

Prepare the object prefixes on the opposite page with the subject prefixes (par. 7,8). Subject and object prefixes are usually alike, but for 3 person-number-class combinations they are different. List these combinations:

_____
_____
_____ [2 sg., 2 pl., Class 1]

The sentence /Tulikiona./ 'We saw it' might refer to seeing:

kijiji (7) 'a village'
picha (9) 'a picture'
mkate (3) 'bread' [kijiji (7)]

/Tutautayarisha./ 'We will prepare it' might refer to:

katiba (9) 'constitution'
mpango (3) 'plan'
mjumbe (1) 'delegate' [mpango (3)]

'We prepared it' (i.e. an annoucement) might be translated:

Tulikitayarisha.
Tulilitayarisha.
Tuliutayarisha. [Tulilitayarisha.]

14

'They govern themselves' might be:

Wanatawaliya.
Wanajitawala.
Wanatawala wao. [Wanajitawala.]

/Walijitayarisha/ is probably:

They prepared it.
They prepared them.
They got themselves ready. [They got themselves ready.]

/Waliwatayarisha/ is probably:

They prepared it.
They prepared them.
They got themselves ready. [They prepared them.]

15. Concords with the linking element /-a/.

The requirement of concord applies not only to the subject and object prefixes that refer to nouns, but also to the adjectives, demonstratives, and possessives that accompany them. One of the most common is the linking word /-a/:

Class No.		
1	Waziri wa Leba	the Minister of Labour
2	mawaziri wa serikali	the ministers of the government
3	mkutano wa mawaziri	a meeting of ministers
4	mikutano ya mawaziri	meetings of ministers
5	gazeti la Kenya	a newspaper of Kenya
6	magazeti ya Kenya	newspapers of Kenya
7	chama cha siasa	organization/political party
8	vyama vya siasa	organizations/ political parties
9	serikali ya Kenya	the government of Kenya
10	shule za Kenya	the schools of Kenya

16. Concords with possessive stems.

The personal possessives take the same concordial prefixes as /-a/. Their stems are:

-angu	my	-etu	our
-ako	your (sg.)	-enu	your (pl.)
-ake	his/her	-ao	their

A few examples are:

gazeti langu	my newspaper
gazeti lako	your (sg.) newspaper
gazeti lake	his/her newspaper
gazeti letu	our newspaper
gazeti lenu	your (pl.) newspaper
gazeti lao	their newspaper

15

Complete the following orally:

1	Rais -a nchi hiyo	the President of that country	[wa]
2	wanachama -a ushirika	the members of the co-op	[wa]
3	mpango -a serikali	the plan of the government	[wa]
4	mipango -a serikali	plans of the government	[ya]
5	tangazo -a serikali	announcement of the government	[la]
6	matangazo -a serikali	announcements of the government	[ya]
7	cheo -a waziri	the rank of minister	[cha]
8	vyeo -a maafisa	the ranks of the officers	[vya]
9	siku -a kwanza	the first day	[ya]
10	siku -a kwanza	the first days	[za]
	jumba -a serikali	a building of the government	[la]
	viti -a mawaziri	the ministers' chairs	[vya]
	wanachama -a TANU	members of TANU	[wa]
	mwanachama -a KANU	a member of KANU	[wa]
	miji -a Tanzania	cities of Tanzania	[ya]

16

Complete the following orally:

1	Rais -etu	our President	[wetu]
2	mawaziri -etu	our ministers	[wetu]
3	mpango -etu	our plan	[wetu]
4	mipango -etu	our plans	[yetu]
5	jumba -etu	our building	[letu]
6	majumba -etu	our buildings	[yetu]
7	chama -etu	our organization	[chetu]
8	vyama -etu	our organizations	[vyetu]
9	shule -etu	our school	[yetu]
10	shule -etu	our schools	[zetu]
	magazeti y___	our newspapers	[yetu]
	magazeti y___	their newspapers	[yao]
	magazeti y___	my newspapers	[yangu]
	magazeti y___	your (sg.) newspapers	[yako]
	magazeti y___	your (pl.) newspapers	[yenu]
	magazeti y___	his/her newspapers	[yake]

17. Concords with three demonstratives.

There are three sets of demonstratives. The first corresponds fairly closely to 'this, this one near me or both of us'. The second series has the approximate meaning 'that one, over there, far from both of us, or previously unspecified'. The third is approximately 'this or that one that we have already mentioned, that one near you but not near me'.

Class	Noun	Dem. I	Dem. II	Dem. III
1	mtu	huyu	yule	huyo
2	watu	hawa	wale	hao
3	mkutano	huu	ule	huo
4	mikutano	hii	ile	hiyo
5	gazeti	hili	lile	hilo
6	magazeti	haya	yale	hayo
7	kijiji	hiki	kile	hicho
8	vijiji	hivi	vile	hivyo
9	picha	hii	ile	hiyo
10	picha	hizi	zile	hizo

18. Adjectives whose prefixes are like those of nouns.

A few adjectives have class prefixes which in their form are similar to the noun prefixes. An example is /-kuu/ 'major, chief, main':

1	waziri mkuu	prime minister
	mwalimu mkuu	head teacher
2	mawaziri wakuu	prime ministers
	wa(a)limu wakuu	head teachers
3	mji mkuu	capital city
4	miji mikuu	capital cities
5	gazeti kuu	major newspaper
6	magazeti makuu	major newspapers
7	chuo kikuu	university
8	vyuo vikuu	universities
9	siku kuu	holiday (/siku/ 'day')
10	siku kuu	holidays

17

Complete the following orally:

gazeti h____	this newspaper	[hili]
kijiji h____	this village	[hiki]
kijiji h____o	that village (previously specified)	[hicho]
waziri h____o	that minister (previously specified)	[huyo]
waziri ____le	that minister (previously unspecified, or over there)	[yule]
gazeti ____le	that newspaper (over there)	[lile]
picha ____	those pictures (over there)	[zile]
picha ____	those pictures (previously specified)	[hizo]
chama ____	that party (previously specified)	[hicho]
mtu ____	this person	[huyu]

18

19. Inflected verb phrases with /-w-/ in the first component

When the inflected verb phrase contains two words, then:

a. The first is a form of /-w-/ 'be, become'.

b. The second may contain any verb stem, including /-w-/.

c. No word may stand between the two.

d. The first of the two verbs sets the time generally: past, present or future; the tense of the second verb is relative to the time established by the first:

Atakuwa ameonekana.	He will have appeared.
Atakuwa anaonekana.	He will be appearing.
Alikuwa ameonekana.	He had appeared.
Alikuwa anaonekana.	He was appearing.

e. The /ta/ future tense does not appear in the second verb of such a phrase, and the present /na/ does not appear in the first:

Bw. Ngala-Arok alikuwa amesema kwamba mawaziri hao watahudhuria...	Mr. Ngala-Arok had said that those ministers would attend...
Bw. Telli alikuwa anaondoka Tunis.	Mr. Telli was leaving Tunis.
Rais Nyerere alikuwa anaelekea Mwanza.	President Nyerere was heading toward Mwanza.

f. The subject prefixes on the two verbs are identical.

When the second verb in this construction is also a form of /-w-/, it may turn up as the abbreviated form /ni/ (par. 21). Thus:

Yeye alikuwa ni mtu wa mwisho...	He was the last person...
Huo ulikuwa ni wajibu wa Makamu wa Rais.	That was a responsibility of the Vice President.
Mimi nitakuwa ni mwanafunzi wa zamani wa kwanza...	I will be the first former student...

But parallel to each of these sentences is another sentence, identical except for the absence of /ni/, which is virtually synonymous:

Yeye alikuwa mtu wa mwisho...	He was the last person...

19.

Alikuwa ameondoka.	He had left.	
Alikuwa ___naondoka.	He was leaving.	[a-]
Walikuwa ___naondoka.	They were leaving.	[wa-]
Tulikuwa ___naondoka.	We were leaving.	[tu-]
___likuwa unaondoka.	You (sg.) were leaving.	[u-]
Ulikuwa u___ondoka.	You had left.	[-me-]
Utakuwa u___ondoka.	You will have left.	[-me-]
Wa___kuwa wa___fika.	They will have arrived.	[-ta-, -me-]
Chama kilikuwa ___mekutana.	The organization had met.	[ki-]
Vyama vilikuwa ___mekutana.	The organizations had met.	[vi-]
Waziri ali___ anahutubia mkutano.	The minister was addressing the meeting.	[-kuwa]

20. Monosyllabic verb stems.

The verb /-w-/ 'to be, become' is one of the small number of Swahili verbs whose roots consist of a consonant with no vowel. Others are /-p-/ 'to give', /-j-/ 'to come', /-f-/ 'to die', /-l-/ 'to eat', /-nyw-/ 'to drink'. The stem (root plus final vowel) of one of these verbs consists of only a single syllable: /-wa/, /-pa/, /-ja/, etc. The word stress always falls on the next to last syllable of a verb. But there are certain prefixes which never take word stress. They are /-na-/, /-li-/, /-ta-/, /-me-/, /-nge-/, and the relative prefixes (par. 25). If the word-stress would otherwise fall on one of these syllables, an extra, meaningless /-ku-/ is inserted:

instead of:	Swahili has:	
*niliwa	nilikuwa	'I was'
*atala	atakula	'he will eat'

But if there is an object prefix, the stress falls on it, and the meaningless /-ku-/ is not used:

atakila 'he will eat it'

Compare these forms of /-w-/ and /-l-/ with the corresponding forms of /-fik-/ 'to arrive':

alikuwa	'he was, became'
alikula	'he ate'
alifika	'he arrived'
atakuwa	'he will be, become'
atakula	'he will eat'
atafika	'he will arrive'
hajawa	'he has not yet become'
hajala	'he has not yet eaten'
hajafika	'he has not yet arrived'

21. Abbreviated forms of /-w-/.

But the verb /-w-/ differs from all other verbs in that certain of its present tense forms are, in most of their uses, drastically abbreviated. Compare these forms of /-w-/ with the corresponding forms of /-j-/ 'to come':

alikuja	'he came'	alikuwa	'he was'
tulikuja	'we came'	tulikuwa	'we were'
atakuja	'he will come'	atakuwa	'he will be'
tutakuja	'we will come'	tutakuwa	'we will be'
anakuja	'he is coming'	ni	'he is'
tunakuja	'we are coming'	ni	'we are'
haji	'he doesn't come'	si	'he isn't'
hatuji	'we don't come'	si	'we aren't'

Relative forms (cf. par. 25):

alikuja na	'he came with'	alikuwa na	'he had'
atakuja na	'he will come with'	atakuwa na	'he will have'
anakuja na	'he is coming with'	ana	'he has'
tunakuja na	'we are coming with'	tuna	'we have'

With the locative enclitics /-ko/, etc.:

alikuwako	'he was (located there)'
atakuwako	'he will be (located there)'
yuko	'he is (located there)'

21.

If /watakufa/ is 'they will die', then 'they will be' is:

watawa
watani
watakuwa [watakuwa]

If /alikuja/ is 'you (sg.) came', then 'you were' is:

alikuwa
ami
aliwa [alikuwa]

If /anakula/ is 'he eats', then 'he is' is:

ni
ami
anakuwa [ni]

If /tunakunywa/ is 'we drink', then 'we are' is:

ni
tumi
tunakuwa [ni]

If /hatunywi/ is 'we don't drink', then 'we are not' is:

hatuwi
aini
si [si]

If 'they aren't coming' is /hawaji/, then 'they are not' is:

hawawi
wasi
si [si]

If /hawakufika/ is 'they didn't arrive', then /hawakutangaza/ is:

they don't announce
they didn't announce
they won't announce [they didn't announce]

Give an approximate translation equivalent for:

anakula [he is eating]
anakuja [he is coming]
anakuwa [he is becoming]
ni [he, she, I, you, we, they is/are]
tulikunywa [we drank]
tulikuwa [we were]
wangekuwa [they might be]
tulikuwa na [we had]
tulikuja na [we came with]
ikuja na [they came with]
akuja na [they are coming with]
a [they have]
a [we have]
[he has]

22.

The five tenses that have already been mentioned are identified by the prefixes /na, li, ta, me, nge/. All of these tenses are affirmative in meaning. They are also 'independent', in that a sentence with only one verb may be in any of these five tenses.

23. The /-a-/ and /hu-/ tenses.

There are two other 'present' tenses which are also used. One of these has the tense prefix /-a-/. Since this prefix does not begin with a consonant, the subject prefixes that stand before it have special short forms, which generally involve the loss of a vowel. Compare these sets of corresponding forms from the /-na-/ tense and the /-a-/ tense. The tense prefix is underlined twice, and the surviving part of the subject prefix once:

Anatazamiwa kuhudhuria mkutano huo. / Atazamiwa kuhudhuria mkutano huo.	He is expected to attend that meeting.
Wajumbe hao wanataka kuhudhuria mkutano huo. / Wajumbe hao wataka kuhudhuria mkutano huo.	Those representatives want to attend that meeting.
Tunahudhuria mikutano mingi. / Twahudhuria mikutano mingi.	We attend lots of meetings.

The third 'present' tense begins with /hu-/, and has no subject prefixes at all. The /hu-/ tense is used only in talking about regular, permanent, or characteristic actions:

Sisi huksa Kenya.	We live in Kenya.
Wao huksa Kenya.	They live in Kenya.
Yeye huksa Kenya.	He lives in Kenya.

alikuwako	[he was (located)]
atakuwako	[he will be (located)]
yuko	[he is (located)]
walikuwako	[they were (located)]
watakuwako	[they will be (located)]
wako	[they are (located)]
tuko	[we are (located)]

22.

To say that a tense is 'independent' means that_____ [it may be the tense of the only verb in a sentence.]

If a verb is in a 'dependent' tense, must there be some other verb in the sentence? [yes]

23.

What is the /-na-/ tense form corresponding to each of the following /-a-/ tense verbs?:

atazamiwa	he is expected	[anatazamiwa]
watazamiwa	they are expected	[wanatazamiwa]
twatazamiwa	we are expected	[tunatazamiwa]
chatazamiwa	it (Cl. 7) is expected	[kinatazamiwa]
yatazamiwa	it (Cl. 9) is expected	[inatazamiwa]
zatazamiwa	they (Cl. 10)...	[zinatazamiwa]
vyatazamiwa	they (Cl. 8)...	[vinatazamiwa]
lahusu	it (Cl. 5) relates to	[linahusu]
yahusu	they (Cl. 6) relate to	[yanahusu]
wahusu	it (Cl. 1) relates to	[unahusu]
yahusu	it (Cl. 4) relates to	[inahusu]

24. Dependent forms of the verb: infinitives.

Not all forms of the Swahili verb are 'independent'. Two very important 'dependent' forms are the 'infinitive' and the 'relative'.

The infinitive has no subject prefix and no tense prefix. It begins with the prefix /ku-/ and it may have an object prefix:

kuhudhuria mkutano	to attend a meeting
kutimiza mpango	to fulfill a plan
kujadili mambo haya	to discuss these matters
Tunaweza kutimiza mpango huo.	We are able to fulfill that plan.
Walikubali kuhudhuria mkutano.	They agreed to attend the meeting.
Walikubali kuhudhuria.	They agreed to attend it.
Wanataka kujadili mambo haya.	They want to discuss these matters.
Wanataka kuyajadili.	They want to discuss them.

When two verbs are in the same tense and have the same subject, the second may be put into the infinitive:

Alihudhuria mkutano.	He attended the meeting.
Alihutubia mkutano.	He addressed the meeting.
Alihudhuria na kuhutubia mkutano.	He attended and addressed the meeting. (/na/ 'and, with')

25. Relative verbs.

The relative has subject prefix, tense prefix, and may have an object prefix, just like the independent tenses. In addition, however, it has an extra relative prefix just after the tense prefix. The function of the relative is to embed one Swahili sentence into the noun phrase of another:

Mawaziri walihudhuria mkutano.	The ministers attended the meeting.
Mawaziri walijadili mpango huu.	The ministers discussed this plan.
Mawaziri waliohudhuria mkutano walijadili mpango huu.	The ministers who attended the meeting discussed this plan.
Waziri alihutubia mkutano.	The minister addressed the meeting.
Waziri alikuwa Bw. T. Mboya.	The minister was Mr. T. Mboya.
Waziri aliyehutubia mkutano alikuwa Bw. T. Mboya.	The minister who addressed the meeting was Mr. T. Mboya.
Mkutano ulihudhuriwa ha viongozi wa siasa.	The meeting was attended by political leaders.
Mkutano ulihutubiwa na P.C. wa Jimbo.	The meeting was addressed by the P.C. of the region.
Mkutano uliohudhuriwa na viongozi wa siasa ulihutubiwa na P.C. wa Jimbo.	The meeting, which was attended by political leaders, was addressed by the P.C. of the region.
Mkutano uliohutubiwa na P.C. wa Jimbo ulihudhuriwa na viongozi wa siasa.	The meeting that was addressed by the P.C. of the region was attended by political leaders.
Kiti kinaonekana katika picha hii.	A chair is visible in this picture.
Kiti ni changu.	The chair is mine.
Kiti kinachoonekana katika picha hii ni changu.	The chair that is visible in this picture is mine.

24.
What is the infinitive in this sentence?:

Anatazamiwa kuhutubia mkutano.	He is expected to address the meeting.	[kuhutubia]

Which is correct?

Wanaombwa kufika. / Wanaombwa wanafika.	They are asked to arrive.	[kufika]

If /kuchagua/ means 'choosing, to choose', then /kuwachagua/ means: [choosing them, to choose them]

/mkutano wa kuwachagua viongozi/ means 'a meeting for _____'. [choosing the leaders]

If 'consulting together' is /kushauriana/, then 'a meeting for mutual consultation' is /mkutano _____/ [wa kushauriana]

The relative prefixes for the ten major classes are:

1	mtu anayeonekana...	the person who appears...
2	watu wanaonekana...	people who appear...
3	mpira unaonekana...	the football that appears...
4	mipira inayoonekana...	the footballs that appear...
5	tangazo linaloonekana...	the announcement that appears...
6	matangazo yanayoonekana...	the announcements that appear...
7	kiti kinachoonekana...	the chair that appears...
8	viti vinavyoonekana...	the chairs that appear...
9	shule inayoonekana...	the school that appears...
10	shule zinazoonekana...	schools that appear...

Relative forms in the future tense have /-taka-/ as the tense prefix instead of /-ta-/:

Mambo haya yatazungumzwa.	These matters will be talked about.
mambo yatakayozungumzwa...	matters that will be talked about...

Relative forms that correspond to the /-a-/ tense have no tense prefix, and the relative element stands at the end of the word:

Majina yafuatayo...	The names that follow...
Maafisa wafuatao...	The following officers...
Chama kiitwacho...	An organization which is called...
Watu waishio Tanga...	People who live at Tanga...

26. Abbreviated present relative of /-w-/.

Certain abbreviated forms of the present tense of the verb /-w-/ 'to be, become' were noted in par. 21. The present relative of this verb is also irregular:

anakuja	he comes
anayekuja	(he) who comes
alikuja	he came
aliyekuja	(he) who came
but: ni	he is
aliye	(he) who is
alikuwa	he was
aliyekuwa	(he) who was

Further examples are:

nchi zilizo wanachama	countries that are members
nchi zilizokuwa wanachama	countries that were members
wanajeshi wako Tanga	the soldiers are at Tanga
wanajeshi walioko Tanga	the soldiers who are at Tanga.

25.

aliyehudhuria...	he attended... (he) who attended...	[(he) who attended...]
alikuwa...	he was... (he) who was...	[he was...]
it governs...	kinachotawala... kinatawala...	[kinatawala...]
which (Cl. 3) was expected...	uliotazamiwa ulitazamiwa	[uliotazamiwa]
it (Cl. 9) will be attended	itahudhuriwa itakayohudhuriwa	[itahudhuriwa]
which (Cl. 10) will be begun	zitaanzishwa zitakazoanzishwa	[zitakazoanzishwa]
which (Cl. 5) will be begun		[litakaloanzishwa]
What class is represented in /kitakachoanzishwa/?		[Class 7]

What is the /-na-/ tense relative form corresponding to each of the following:

watokao 'who come from' [wanaotoka]
afuataye 'who follows' [anayefuata]
kijulikanacho 'which is known' [kinachojulikana]
zihusuzo 'which relate to' [zinazohusu]

26.

/mtu aliye mwenyekiti/:

the person is chairman
the person who is chairman
the person was chairman [the person who is chairman]

'The person who is the leader':

mtu ni kiongozi
mtu alikuwa kiongozi
mtu aliye kiongozi [...aliye...]

'parties that are members':

vyama vilivyo wanachama
vyama vilikuwa wanachama
vyama aliye wanachama [...vilivyo...]

27. Relative verbs in which the relative prefix does not refer to the subject.

In all of these examples of relative constructions, the subject of the embedded sentence is the same as the subject of the sentence in which it is embedded. Accordingly, in each of the above verbs, the relative prefix represents the same concordial class as the subject prefix. But the subjects of the two sentences need not be the same:

Tulihudhuria mkutano.	We attended a meeting.
Mkutano ulihutubiwa na viongozi wa siasa.	The meeting was addressed by political leaders.
Mkutano tuliohudhuria ulihutubiwa na viongozi wa siasa.	The meeting that we attended was addressed by political leaders.
Walijadili jambo hilo.	They discussed that matter.
Jambo hilo ni la muhimu.	That matter is important.
Jambo walilojadili ni la muhimu.	The matter that they discussed is important.

28. Special uses of /-po-/ and /-vyo-/.

Two of the relative prefixes have special meanings when they are used without noun antecedents. One is /-po/ (Class 16) 'when, where':

Walipokaa pamoja...	When they sat down together...
Alipokuwa anaondoka Tunis...	As he was leaving Tunis...

The other is /-vyo-/ (Class 8) 'as, like, in the manner, how':

Serikali ilivyotangaza...	As the government announced...

29. Relative constructions with /amba-/.

These one-word relative forms are usually but not always interchangeable with a phrase that consists of /amba-/ plus the non-relative form:

jambo ambalo walijadili jambo walilojadili	the matter that they discussed
mkutano ambao ulikuwa wa siku moja mkutano uliokuwa wa siku moja	a meeting which was for one day
mtu ambaye alitayarisha mkutano mtu aliyetayarisha mkutano	the person who organized the meeting

27.

Walijadili mpango huo.	They discussed that plan.	
mpango wali--jadili...	the plan that they discussed...	[waliojadili]
mipango wali--jadili...	the plans that they discussed...	[waliyojadili]
mipango --liyojadili...	the plans that we discussed...	[tuliyojadili]
shule tutaka--tembelea...	the schools (Cl. 10) that we will visit...	[tutakazo-tembelea]
shule --na--hudhuria...	the schools that they attend.....	[wanazohudhuria]

28.

If /alitembelea Tanzania/ is 'he visited Tanzania', then 'when he visited Tanzania' is:

aliyetembelea T.
alipotembelea T.
alivyotembelea T. [alipotembelea T.]

/alipowahutubia/ means:

when he addressed the meeting
when he addressed them
When did he address them? [when he addressed them]

'We did the way they did' would be:

Tulifanya wali--fanya. [walivyofanya]

29.

/nkutano ambao utafanyika/ could also be:

mkutano uliofanyika
mkutano utakaofanyika
mkutano ambaye utafanyika [utakaofanyika]

/shule zilizoanzishwa/ could also be:

shule ambazo zilizoanzishwa
shule zilianzishwa
shule ambazo zilianzishwa [ambazo zilianzishwa]

30. The /-ki-/ tense.

Two of the dependent tenses do not fit into the framework of the basic one-verb sentence. These are the /ki/ and /ka/ tenses. The /ki/ tense has the general meaning '...-ing', but is also translated variously with 'if, when, while':

Tulimwona.	We saw him.
Anahutubia mkutano.	He is addressing a meeting.
Tulimwona akihutubia mkutano.	We saw him addressing a meeting.
Unataka kujadili mambo haya?	Do you want to discuss these matters?
Tunaweza kujadili mambo haya.	We can discuss these matters.
Ukitaka tunaweza kujadili mambo haya.	If you want to ('You wanting to'), we can discuss these matters.

The /ki/ tense is often used instead of the /na/ tense in the second verb of an inflected verb phrase:

Alikuwa {akihutubia / anahutubia} mkutano.	He was addressing the meeting.
Watakuwa wakijadili mambo hayo.	They will be discussing those matters.

31. The /-ka-/ tense.

The /ka/ tense is used for one or more actions that are subsequent to another in the past:

Tulikaa pamoja.	We sat down together.
Tulijadili mambo haya.	We discussed these matters.
Tulikubaliana.	We agreed with one another.
Tulikaa pamoja tukajadili mambo haya tukakubaliana.	We sat down together and discussed these matters and agreed with one another.

The first of these three verbs remains in the /li/ tense, which is independent, but the remaining verbs are in the /ka/ tense.

30.

Alisimamia uchaguzi.	She supervised the election.	
Alisaidiana na mwenyekiti.	She cooperated with the chairman.	
Alisimamia uchaguzi a--saidiana na mwenyekiti.	She supervised the election in cooperation with the chairman.	[akisaidiana]
Alipitia Dar es Salaam.	He passed through Dar es Salaam	
Alirudi kutoka Ulaya.	He returned from Europe.	
Alipitia Dar a---- kutoka Ulaya.	He passed through Dar, returning from Europe.	[akirudi]

If /alielekea Mwanza/ means 'he headed toward Mwanza', then /alikuwa akielekea Mwanza/ is: [he was heading for Mwanza]

Instead of /alikuwa akieleka/ one could also say /alikuwa a--elekea/. [anaelekea]

31.

Aliwapongeza.	He congratulated them.	
Aliwaomba kufanya kazi.	He asked them to work ('to do work').	
Aliwapongeza (na) a--waomba kufanya kazi.	He congratulated them and then asked them to work.	[akawaomba]

Is the first verb of an ordinary sentence likely to be in the /-ka-/ tense? [no]

32. The subjunctive.

The last of the important affirmative verb forms is the 'subjunctive'. Unlike the other affirmative forms, the subjunctive involves a change of the final vowel, if it is /-a/, to /-e/.

Mawaziri wanahudhuria mkutano.	The ministers are attending the meeting.
Mawaziri wahudhurie mkutano.	Have the ministers attend the meeting./ Let the ministers attend the meeting!
Mawaziri wanajadili mambo haya.	The ministers are discussing these matters.
Mawaziri wajadili mambo haya.	May the ministers discuss these matters.
Mipango hii itatimizwa.	These plans will be carried out.
Mipango hii itimizwe.	May these plans be carried out!

The subjunctive has no tense prefix.

33. The negative forms of the Swahili verb.

There is no one simple way of 'forming the negative' in Swahili. There are three negative markers that are used with verbs. One, /ha-/, is used with most tenses, and stands before the subject prefix. Another is /-si-/; it is used with other tenses, and follows the subject prefix. The tense prefixes of the negative tenses have no consistent relationship to the affirmative tense prefixes, and even in their use, the negative tenses do not correspond exactly to the affirmative ones. The third negative marker, /-to-/, is used only with infinitives.

32.

Mawaziri wana ofisi.	Ministers have offices.	
...ili mawaziri waw- na ofisi.	...so that ministers should have offices.	[wawe]
Raia wataonana nao.	The citizens will see them.	
...ili raia wa--- nao.	...so that the citizens should see them.	[waonane]
Raia wanaweza kupiga kura.	The citizens are able to vote.	
...ili raia wa--- kupiga kura.	...so that the citizens should be able to vote.	[waweze]
Idadi ya wanafunzi itazidi.	The number of students will increase.	
...ili idadi ya wanafunzi i----.	...so that the number of students should increase.	[izidi]

33.

The following is a list of unfamiliar verb forms. State whether each is affirmative, or negative:

kutayarisha	[aff.]
umeahirishwa	[aff.]
asiyehudhuria	[neg.]
hayajulikani	[neg.]
watakaofika	[aff.]
kilisimamiwa	[aff.]
kisichosimamiwa	[neg.]

34. The 'final /i/' negative.

This tense has no tense prefix. Monosyllabic stems (/-w-/ 'to be', /-l-/ 'to eat' etc.) do not have the extra, meaningless /-ku-/. For verbs that have /-a/ as the final vowel of the affirmative, this negative tense has final /-i/. The final vowels of other verbs are unchanged. No other tense, affirmative or negative, has final /-i/.

The 'final /i/' negative corresponds to all three 'present' tenses:

tunakutan<u>a</u> twakutan<u>a</u> (sisi)hukutan<u>a</u>	hatukutan<u>i</u>	'we don't meet'
tunajadil<u>i</u> twajadil<u>i</u> (sisi)hujadil<u>i</u>	hatujadil<u>i</u>	'we don't discuss'
tunajib<u>u</u> twajib<u>u</u> (sisi)hujib<u>u</u>	hatujib<u>u</u>	'we don't answer'

Sample forms for each person-number and class are:

1sg.	sionekani	'I don't appear'
2sg.	h<u>u</u>onekani	'you (sg.) don't appear'
1pl.	hat<u>u</u>onekani	'we don't appear'
2pl.	ham<u>w</u>onekani	'you (pl.) don't appear'
Class 1	h<u>a</u>onekani	'he/she doesn't appear'
2	haw<u>a</u>onekani	'they don't appear'
3	ha<u>u</u>onekani	'it doesn't appear'
4	ha<u>i</u>onekani	'they don't appear'
5	hal<u>i</u>onekani	etc.
6	hay<u>a</u>onekani	
7	hak<u>i</u>onekani	
8	hav<u>i</u>onekani	
9	ha<u>i</u>onekani	
10	haz<u>i</u>onekani	
14	ha<u>u</u>onekani	

The /<u>a</u>/ of /ha-/ is lost before the vowels /u/ and /a/ of second person singular and third person singular animate respectively. It is <u>not</u> lost before the vowel subject prefixes of Classes 3,4,9,14 however.

In the first person singular, instead of */hani-/, Swahili has /si-/.

34.

What is the negative of:

wanakutana 'they meet'	[hawakutani]
zinahusiana 'they (Cl. 10) are related'	[hazihusiani]
vinafika 'they (Cl. 8) arrive'	[havifiki]
anafika 'he arrives'	[hafiki]
tunakuja 'we come'	[hatuji]
anakuja 'he comes'	[haji]
wanajadili 'they discuss'	[hawajadili]
wanajaribu 'they try'	[hawajaribu]

What is the /-na-/ tense form that corresponds to each of these negative forms:

hawajaribu 'they don't try'	[wanajaribu]
hafanyi 'he doesn't make'	[anafanya]
hawatazamiwi 'they are not expected'	[wanatazamiwa]
hawajadili 'they don't discuss'	[wanajadili]
hatuli 'we don't eat'	[tunakula]
hawaji 'they don't come'	[wanakuja]

What is the meaning of:

hali	[he doesn't eat]
sili	[I don't eat]
sifanyi	[I don't make]

35. The negative of /ni/

The negative of /ni/ 'is, are, am' (par.21) is /si/.

Bw. Nyamweya si Waziri Mkuu.	Mr. Nyamweya is not the Prime Minister.
Jambo hili si ya siri.	This matter is not [of] secret.

But the negative of the abbreviated forms with /-ko, -po, -mo/ uses /ha-/:

Kenya ni nchi.	Kenya is a country.
Kenya si wilaya.	Kenya is not a district.
Kenya iko kaskazini ya Tanzania.	Kenya is located north of Tanzania.
Kenya haiko kusini ya Tanzania.	Kenya is not located south of Tanzania.

36. The /-ku-/ negative.

This tense uses /ha-/ exactly as the 'final /-i/' negative does. Its characteristic prefix is /-ku-/. This /ku-/ is stressable, so that monosyllabic stems do not have the extra, meaningless /-ku-/ before their stems.

In its use, the /-ku-/ negative corresponds to the affirmative /-li-/ tense, and to some uses of the /-me-/ tense.

tulifanya kazi 'we did work'	hatukufanya kazi 'we didn't do work'
tulikula chakula 'we ate food'	hatukula 'we didn't eat'
imeharibika 'it is ruined, has become ruined'	haikuharibika 'it is not ruined'

37. The /-ja-/ negative.

This negative is formed like the /-ku-/ negative except for the tense prefix itself. It corresponds to other uses of the /-me-/ tense:

hatujakutana	we have not yet met
haijaharibika	it isn't ruined yet
hatujala chakula	we have not yet eaten food

compare:

hatukula chakula	we didn't eat food
haikuharibika	it didn't get ruined/is isn't ruined
hatukukutana	we didn't meet one another

35.

What is the negative of each underlined word:

Shule <u>ni</u> mkubwa.	The school is big.	[si]
Shule <u>iko</u> Riruta.	The school is at Riruta.	[haiko]
Viongozi <u>wamo</u> nyumbani.	The leaders are in the house.	[hawamo]
Rais <u>yuko</u> Tanga.	The President is at Tanga.	[hayuko]
Bw. Fulani <u>ni</u> Makamu wa Rais.	Mr. So-and-So is Vice-President.	[si]

36.

What is the affirmative form, in the /-na-/ or /-li-/ tense, that corresponds to each of the following negatives?:

hatukufanya 'we didn't make'	[tulifanya]
hatufanyi 'we don't make'	[tunafanya]
hatutazami	[tunatazama]
hawakuhudhuria	[walihudhuria]
hawali	[wanakula]
hawakula	[walikula]
sikujua	[nilijua]

37.

Match the affirmative with the corresponding negative forms:

1.	i<u>me</u>tangazwa	a.	hai<u>ku</u>tangazwa
2.	i<u>li</u>tangazwa	b.	haitangazw<u>i</u>
3.	i<u>na</u>tangazwa	c.	hai<u>ja</u>tangazwa [1-c, 2-a, 3-b]

1.	hajaja	a.	alikuja
2.	hakuja	b.	amekuja
3.	haji	c.	anakuja [1-b, 2-a, 3-c]

38. The future negative.

The negative of the affirmative /-ta-/ tense also uses /-ta-/ as its tense prefix:

hatutakutana	'we will not meet'
hatutakula chakula	'we won't eat food'

Since /-ta-/ is one of the prefixes that is never stressed, forms without an object prefix have the same extra, meaningless /-ku-/ that appears in the corresponding affirmative forms.

39. Uses of the negative prefix /-si-/.

The negative prefix /-si-/ is used in all other tenses except those listed above. Corresponding to the /-nge-/ tense (par. 5):

(kama) nisingetaka kwenda...	if I didn't want to go...

Corresponding to the subjunctive:

wasiende	they shouldn't go

There is only one negative relative form which consists of a single word. It is the present negative relative (par. 32):

mikutano isiyofanywa	meetings that are not held

All other negative relative forms consist of /amba-/ plus the corresponding non-relative:

mikutano ambayo haikufanywa	meetings that were not held
mikutano ambayo haitafanywa	meetings that won't be held

The present negative relative with the relative prefix /-po-/ (Class 16) is often used as a negative counterpart for the affirmative /-ki-/ tense:

ukitaka kuahirisha mkutano	if you want to postpone the meeting
usipotaka kuahirisha mkutano	if you don't want to postpone the meeting

38.

Using the first line as a model, predict the negative for each phrase:

Mkutano utaahirishwa.	The meeting will be postponed.	[...hautaahirishwa.]
Kikao kitaahirishwa.	The session will be postponed.	[...hakitaahirishwa.]
Viongozi watachaguliwa.	Leaders will be chosen.	[...hawatachaguliwa.]
Mikutano itaanza.	The meetings will begin.	[...haitaanza.]
Kiongozi atahudhuria mkutano.	The leader will attend the meeting.	[...hatahudhuria...]

39.

Choose the negative form that corresponds to each affirmative:

aende 'he should go'

haende
asiende [asiende]

watakutana 'they will meet'

wasitakutana
hawatakutana [hawatakutana]

mkutano unaofanywa 'the meeting that is being held'

mkutano usiofanywa
mkutano hauofanywi [...usiofanywa]

mkutano uliofanywa 'the meeting that was held'

mkutano usiofanywa
mkutano hauliofanywa
mkutano ambao haukufanywa [...ambayo haukufanywa]

mkutano ukiahirishwa 'if the meeting is postponed'

mkutano usiahirishwa
mkutano ambao haukiahirishwa
mkutano usipoahirishwa [...usipoahirishwa]

40. The negative infinitive

The infinitive is the only form which makes the negative with /-to-/:

kuweza	to be able
kutoweza	to be unable, not to be able
kukubaliana	to agree with one another, accept one another
kutokubaliana	to fail to agree

It is unstressable, so that verbs like /-w-/ have the meaningless /-ku-/:

kutokuwa	not to be
kutokula	not to eat

41. The passive extension.

The stem of a verb may itself be complex. It consists of a root, either by itself or with one or more 'extensions'. One very important extension is the 'passive':

Mkutano huo ulihudhuriwa na Bw. Mayabi.	That meeting was attended by Mr. Mayabi.

compare:

Bw. Mayabi alihudhuria mkutano huo.	Mr. Mayabi attended that meeting.
Mashindano yatafanywa hivi karibuni.	A contest will be held in the near future.

compare:

Watafanya mashindano hivi karibuni.	They will hold a contest soon.

42. The causative extension.

Another important stem extension is the 'causative':

Chama cha U.W.T. kinaendesha shule hiyo.	The U.W.T. Organization runs ('causes to go') that school.
Mwenyekiti ataendesha mkutano.	The chairman will run the meeting.

Compare /-enda/ 'to go'.

Mashindano yataanza mnamo Agosti 27.	The contest will begin on August 27.
Makamu wa Rais ataanzisha mashindano.	The Vice President will open ('cause to begin') the contest.

The 'causative' extension may be followed by the 'passive':

Shule hiyo inaendeshwa na chama cha U.W.T.	That school is run by the U.W.T.
Mashindano yataanzishwa na Makamu wa Rais.	The contest will be opened by the Vice President.
Karibu!	Welcome!
Meya atawakaribisha mabingwa.	The mayor will welcome the champions.
Mabingwa watakaribishwa na Meya.	The champions will be welcomed by the mayor.
Wanachama walijulishwa kuwa...	The members were notified ('cause to know') that...

40.

Look back at some of the verbs that have been used most frequently and construct five negative infinitives:

1. kujadili 'to discuss' [kutojadili]
2. kujua 'to know' [kutojua]
3. - - -
4. - - -
5. - - -

The causative extension sometimes takes forms other than /-ish-/ or /-esh-/. Two of the most common are:

a. /-k-/ of the non-causative replaced by /-sh-/ of the causative:

kuondoka	to depart, go away
kuondosha	to cause to go away

b. causative has /-z-/ between two vowels, where the corresponding non-causative has the two vowels adjacent to one another:

kukaa	to stay
kukaza	to cause to stay
kuingia	to enter
kuingiza	to cause to enter

43. The reciprocal extension.

The reciprocal extension /-an-/ is fairly common:

kukuta	to meet, find
kukut<u>an</u>a	to meet one another
kusaidia	to help
kusaidi<u>an</u>a	to help one another
kukubali	to accept, agree
kukubali<u>an</u>a	to agree with one another, accept one another

44. The applicative extension.

Another very common stem formative is the 'applicative' extension. Its meaning is hard to summarize, but very often it indicates that the action of the verb is done for the benefit of or with special reference to someone or something:

Mkutano utaanza saa tatu.	The meeting will begin at 9.
Watakuwa na mkutano wao kuanz<u>j</u>a saa tatu.	They will have their meeting beginning at 9.
Walifanya kazi.	They did work.
Walitufanyi<u>j</u>a kazi.	They did work for us.
Watajenga skuli.	They're going to build a school.
Watajengga skuli kwa watoto wao.	They're going to build a school for their children.

APPENDIX

The following set of grammatical references may be used in conjunction with Lessons 1 - 25 of An Active Introduction to Newspaper Swahili. The number after each word refers to the paragraph in the Synopsis where the underlined portion of the word is discussed.

Lesson 1 — utakuwa (Class 3) 8, utakuwa 5, utakuwa 20, utakuwa na 21, wake 16, kuanzia 24, kuanzia 44

Lesson 2 — itakuwa (Class 9) 8, utahutubiwa (Class 3) 8, utahutubiwa 44, utahutubiwa 41, watakuwa (Class 2) 8, wao 16

Lesson 3 — itakuwa (Class 9) 8, utahutubiwa (Class 3) 8, utahutubiwa 44, utahutubiwa 41

Lesson 4 — wanajulishwa 5, wanajulishwa 42, wanajulishwa 41, kutakuwa (Class 17) 12, hiyo 17

Lesson 5 — anatazamiwa (Class 1) 8, anatazamiwa 41, kuhutubia 24, kuhutubia 44, atazamiwa (a-tense) 23

Lesson 6 — ambao (Class 3) 29, ulikuwa (Class 3) 8, huo 17, ni 21

Lesson 7 — kutayarisha 24, kutayarisha 42, uliotazamiwa 25, kukutanika 24, umeahirishwa 5, umeahirishwa 41, itakayotangazwa 25, itakayotangazwa 41

Lesson 8 — mkubwa 18, uliotazamiwa 5, kufanywa 41, wakuu 18, aliyeujulisha 25, aliyeujulisha (Class 3) 13

Lesson 9 — anatangaza 5, kuwachagua 24, kuwachagua 13

Lesson 10 — waliopo 26, wana 21

Lesson 11 — kwenye (Class 17) 9, mkuu 18, alichaguliwa 5, mwenye (Class 1) 9, akisaidiana 30, akisaidiana 43

Lesson 12 — uliofanyiwa (Class 3) 25, wafuatao (Class 2) 7, wafuatao 25, wenyekiti 10

Lesson 13 — aliyekuwa 25, aliyekuwa 6, kinachotawala 25, ana 26, anapata 24, hicho 17

Lesson 14 — kushauriana 43, waliohudhuria 25, vilivyoalikwa 25, vilivyoalikwa 41

Lesson 15 — ambayo 29, serikalini 12, hili 17, yatakayosungumzwa 25

Lesson 16 — watahutana 43, yatakayosungumza (Class 6) agrees with /maabo/, yatakayosungumzwa 25, hayajulikani 34

Lesson 17 — kusungumzia 44, ujao 25, mjini 12

Lesson 18 — yeye 7, hawatahudhuria 38, hii 17, ambaye (Class 1) 29, alikuja mwenyewe 19, wengi 18

Lesson 19 — mengi (Class 6 of /-ingi/ 'much, many') 18, vile 17, wanaoishi 5

Lesson 20	hapa (Class 16) 'here' 17, zinazohusiana 43
Lesson 21	kuzishauri 13, nyingine 'some, other' 18, zilizo 26, zilisadikiwa 41, kuususia 13
Lesson 22	umoja 10, zilizo 26, utawala 10
Lesson 23	ujenzi (cf. /-jenga/ 'to build') 10, hazijamalizika 37, hazijamalizika X, mrefu 18
Lesson 24	uongozi 10, nyumbani 12
Lesson 25	kipya 18, na kuhudhuriwa 24, aliwapongeza 13, akawacomba 31, akawacomba 13